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THE HIGHER EDUCATIONAL WORK *of* THE AMERICAN BOARD



New administration building of the American College, Madura, South India

THE HIGHER EDUCATIONAL WORK OF THE AMERICAN BOARD

A STATEMENT OF ITS BASIS, SCOPE, OPPORTUNITY AND NEED

By JAMES L. BARTON
FOREIGN SECRETARY

PRINTED FOR PRIVATE CIRCULATION BY THE

AMERICAN BOARD OF COMMISSIONERS FOR FOREIGN MISSIONS

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EDUCATION AND MISSIONS

THE last century of foreign missions has established modern schools and the principles of Western education in the East and in Africa. There are today between three and four millions of the bright youth of these countries studying in Christian mission schools. Many of these institutions have already achieved an international reputation and hold leading positions in the educational systems of the countries in which they are located.

MISSIONARY EDUCATION

The missionaries sent out at the beginning of the last century were college trained men. They were the product of countries in which education was held in high honor. Straightway they saw, by an inevitable logic, that if Christianity was to be permanently planted among the Asiatic and African races, Christian education must be established and fostered. They saw that the Christian community must be made more intelligent than the pagan society from which it emerged, and that it must provide native leaders to become the real and direct evangelizers of their own peoples. Not one believed that education was Christianity or could supersede Christianity; but all were convinced that sound learning was one of the most powerful allies known to the Christian church. For this reason the church and the schoolhouse have appeared side by side throughout the East, wherever the modern missionary has established himself.

POLICY OF THE AMERICAN BOARD

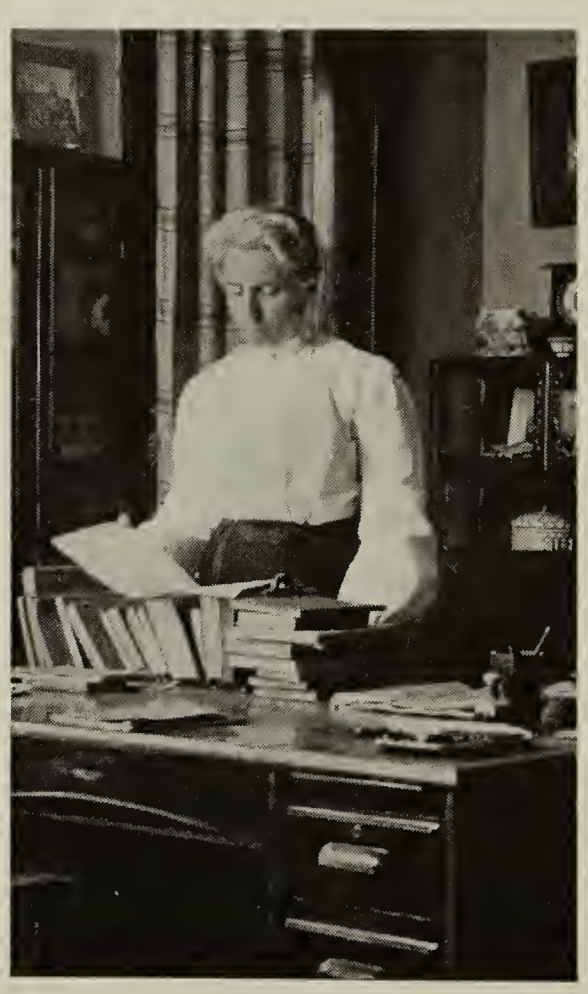
While conservatively cautious in pushing educational work, there is probably no missionary society that has sent out as missionaries better educated men and women than has the American Board; or that has more justly appreciated the permanent worth, as an evangelizing and civilizing force, of the

school in all its grades, beginning with the kindergarten and terminating in the normal school, the college, and the theological seminary. These higher departments have grown as naturally and systematically out of the policy and methods of work adopted as the oak becomes the finished product of the planted and nurtured acorn. There could have been no other rational result from the labors of educated founders, who believed that from among the people themselves must be developed those who should be their leaders in everything that elevates, civilizes and Christianizes.

CLASSES OF SCHOOLS

Missionary kindergartens, primary and village schools, academies and boarding schools are to be found in large numbers in all countries where the missions of the American Board have been planted. Closely affiliated with these, and an integral part of them in most of the countries, are industrial schools or departments for making the education given the most practical one possible. For about fifty years these were the only schools maintained, apart from training schools for fitting young men for the gospel ministry.

Miss Luella Miner



Principal of North China Union College for Women, Peking

It was inevitable that there should be growth. When the East was calling for educated leaders and the young men and women of those countries were on fire with a desire to enter into the new life of the times, and especially when parents were eager to give their children the manifest advantages a modern Christian education would afford, it was impossible to prevent the advance of academies and high schools into colleges whose courses of instruction should provide an adequate higher training for the countries in which they were located. The mission college emerged from a half century of preparation and in response to a manifest local demand.

RELATIONS TO NATIVE LEADERSHIP

The fundamental policy of the Board, in the organization and conduct of its operations in all countries, is the creation of a native leadership and the placing of responsibility upon the native leaders as rapidly as they are able to bear it. This policy carried out in Japan has produced over one hundred Japanese Kumi-ai churches, now under the direction of Christian Japanese and independent of mission financial aid. Without well-educated Japanese leaders such a result would have been impossible.

In every mission of the Board there are already many churches, schools, and different phases of Christian work carried on by trained natives. At the beginning, all this effort was under the care and direction of the missionaries themselves. No other method was possible. As soon as properly trained Christian natives could be reared, responsibilities were passed over to them. It early became apparent to the missionaries and to mission boards that their most permanently efficient work lay along the line of training the men and women who should be capable of bearing responsibilities.



One of the Faculty in the American College, Madura

EDUCATED LEADERS AND SELF-SUPPORT

Native churches are ready, so far as able, to assume the salary of their own pastors and to support their own teachers in the schools in which their children study. No pastor of a native church in the Madura, Natal, and Japan Missions receives any salary from the American Board. In many other missions the people pay the salary of their pastors in part or in full. In no case would they support the missionary, even were he their pastor. The self-support of the native churches and schools demands that natives be trained to be pastors, teachers and leaders.

EDUCATION *in* NATIVE LAND *most* ECONOMICAL

To bring a young man from an Asiatic country and educate him here, giving him a collegiate and theological course, costs about as much as it would in his own country to give practi-

cally the same course to himself and to eight other young men. Moreover, these nine home-trained men would probably render more than nine times the actual service to their people in the way of Christian leadership than would the one American-trained student.



Professor Ding and his Theological Class at Foochow

AMERICAN BOARD COLLEGES

As a direct outgrowth of its educational operations abroad and under the spur of the policy just stated, there have already come into existence in the countries where the American Board is at work some nineteen colleges and fourteen theological training schools or classes, while there are at least three other high and training schools for boys and almost as many for girls, that are seeking recognition as colleges.

The Colleges and Theological Schools of the American Board are widely scattered over the Orient. They are here named in groups according to their respective countries, with a few outstanding facts in regard to each one.

COLLEGES AND THEOLOGICAL SCHOOLS

BULGARIA

The Collegiate and Theological Institute, Samokov, Bulgaria

Located 15 miles from the capital, in a healthful city devoted to education. The only evangelical training school for young men in Bulgaria. Established 1860. Course of study covers eight years, the last year being purely theological. Has 78 pupils and 12 teachers. Students mostly Bulgarian.

Theological School, Samokov, Bulgaria

This constitutes the last and highest class in the Collegiate and Theological Institute. Students taking this course are expected to enter the Christian ministry.



Collegiate and Theological Institute Samokov

The only evangelical school for boys and young men in Bulgaria

TURKEY

International College, Smyrna

Youngest of the mission colleges in Turkey. Established 1891. Enrollment, 340 young men, of whom 220 are in the college department. Teachers, 24. The Greeks predominate, although there are Armenian, Turkish, Albanian, Jewish, and

other races numbered among the student body. A new and commanding site has been purchased for the college, which has outgrown the old one, and funds are in hand to erect new and commodious buildings. Incorporated in Massachusetts.

American Collegiate Institute for Girls, Smyrna

306 students, of whom 120 are in the collegiate department. Of the students, 141 are Armenian, 108 Greek, and the rest Turkish, Jewish, etc. 18 teachers, besides the missionaries.

Anatolia College, Marsovan

Two days' journey inland from Samsoun, upon the southern shore of the Black Sea. Established 1886. Enrollment, 270 young men, of whom 72 are in the college department. 23 teachers. The students are Greeks, Armenians, Russians, Persians, Turks, Jews, etc. The college occupies a large site on the edge of the important city of Marsovan, and is now erecting new buildings necessary to accommodate its rapidly increasing membership. Incorporated in Massachusetts.

On the Football Field



A mingling of races at sport as in study, Central Turkey College, Aintab

Western Turkey Theological Seminary, Marsovan

For the training of pastors, evangelists, and preachers for the western part of the Turkish empire. It is connected with Anatolia College.

Euphrates College, Harpoot

Fifteen days' journey from Samsoun, or fourteen from Alexandretta upon the Mediterranean, in the Euphrates valley



Anatolia College on its forty acres at Marsovan, Turkey

New buildings of stone, several now under construction, others directly contemplated, including Library, Gymnasium, and Dormitory, Science and Theological Buildings, Hospital and Chapel, do not appear in this picture

in the highlands of Armenia. For both boys and girls. Established 1878. Teachers, 42. 802 students, of whom 209 are in the college grades, 84 being girls. Its pupils are mostly Armenians. Incorporated in Massachusetts.

Eastern Turkey Theological Seminary, Harpoot

For training pastors, evangelists, and preachers for the Eastern Turkey Mission.

Central Turkey College for Boys, Aintab

Four days by caravan from Alexandretta upon the Mediterranean. Founded 1876. 179 students, with 20 teachers. The students are Armenians, Syrians, and Turks. The native language is Turkish. Incorporated in Massachusetts.

St. Paul's Institute, Tarsus

In the native city of the Apostle Paul. Founded 1888. Teachers, 16. 254 students (young men), of whom 82 are in the college department.

Central Turkey College for Girls Marash



Opening a door of vision and of new life to the womanhood of a wide and dreary land

Central Turkey College for Girls, Marash

Five days northeast from Mersine upon the Mediterranean. Founded 1882. Teachers, 9. 135 students, 83 of whom are in the college department. More than one-ninth are Moslems and nearly all the rest are Armenians. The only college for girls for a population numbering many millions.

Central Turkey Theological Seminary, Marash

Three years' course, only college graduates admitted. For training pastors and preachers for the Central Turkey Mission.

Mardin Theological Seminary, Mardin

In the northern part of Mesopotamia. The language of this school is Arabic and the graduates work in Mesopotamia, Arabia, Syria, and Egypt.

INDIA

Ahmednagar Theological Seminary, Ahmednagar

150 miles inland from Bombay upon the highlands of the Deccan. Trains preachers for the Marathi-speaking districts of India.

The American College, Madura, in the Madras Presidency

Founded as a college 1881. Teachers, 75. 695 students (young men), of whom 73 are in the college courses. Another preparatory department and normal school at Pasumalai, three miles away, has nearly as many pupils. The college is affiliated with the Madras University, and is incorporated under the laws of New York State.

Pasumalai Theological Seminary, near Madura

Trains for the ministry in the Tamil-speaking portions of India; the training school for the Madura Mission.

Bangalore Theological Seminary, Bangalore

An interdenominational seminary supported by five different missionary societies, aiming to train only college men for the Christian ministry in all India and Ceylon.

CEYLON

Jaffna College (boys), Jaffna, Ceylon

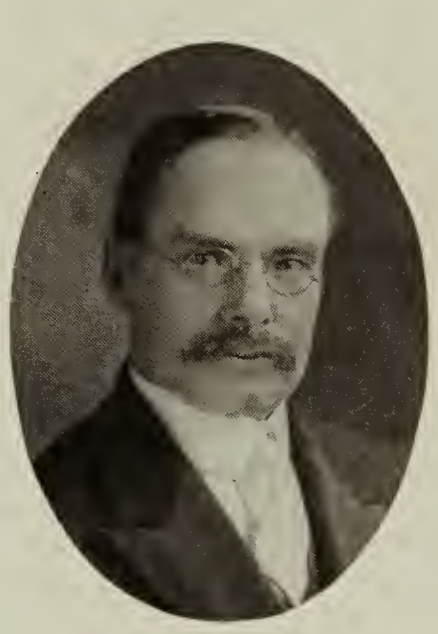
Located in the Jaffna peninsula, upon the northern end of the island. 136 students from 21 high schools. Incorporated in Massachusetts and in Ceylon.

CHINA

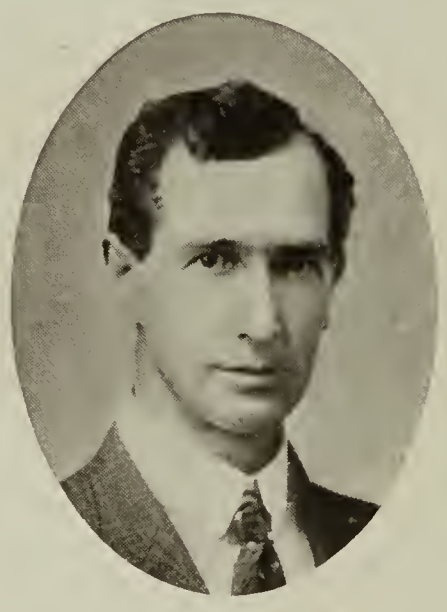
Foochow College for Boys, Foochow, China

Thirty miles up the river Min, at the capital of the Fukien Province. 280 students, with 23 teachers. Confers academic degrees. Incorporated in Massachusetts.

A PAGE OF COLLEGE PRESIDENTS



Rev. William M. Zumbro
American College, Madura, India



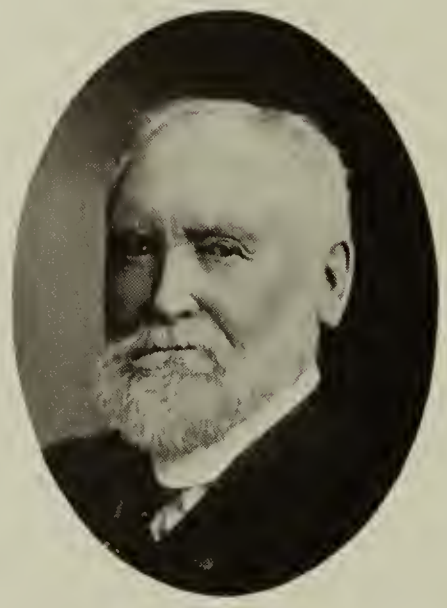
Rev. Howard S. Galt
North China (Union) College
Peking



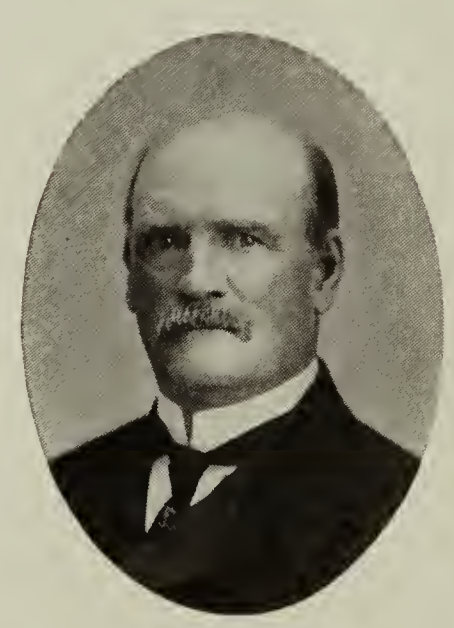
Rev. John E. Merrill, Ph.D.
Central Turkey College, Aintab



Miss Elsie M. Garretson
Foochow Girls' College



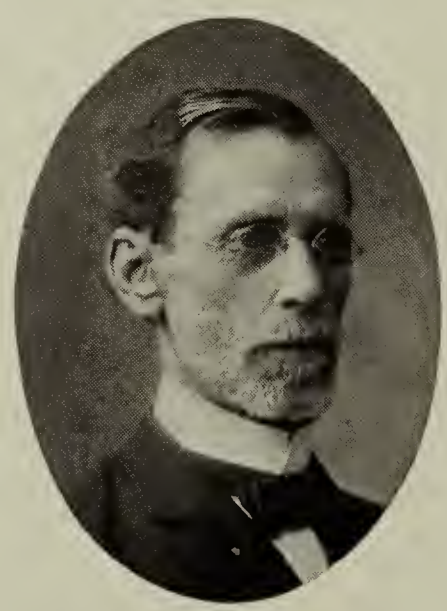
Thomas D. Christie, D.D.
St. Paul's Institute, Tarsus
Turkey



John P. Jones, D.D.
Theological Seminary
Pasumalai, India



Alexander MacLachlan, D.D.
International College
Smyrna, Turkey



Charles C. Tracy, D.D.
Anatolia College
Marsovan, Turkey



The College at Tungchow

Foochow Girls' College, Ponasang, Foochow

121 students, of whom 23 are in college grade. 16 teachers. Ponasang is a populous suburb of Foochow, outside the walls.

Foochow Theological Seminary, Foochow

A union seminary for training men for the Christian ministry in the large area in which the Foochow dialect is spoken, and for three missions.

Shaowu Theological School, Shaowu

250 miles up the Min River from Foochow. For training men for the Christian ministry in Shaowu dialect-speaking districts.

North China Union College for Boys, Tungchow

Twelve miles from Peking. Teachers, 14. 142 students, of whom 88 are in college work. Supported by three missions.

North China Union Medical College for Men, Peking

115 students. A five years' course. Supported by six or seven societies and missions and recognized by the Chinese government.

North China Union Medical College for Women, Peking

Recently established.

North China Union Women's College and Bridgman Academy, Peking

105 students, 12 in the college department. Students come from eight different missions and from as many provinces and from Korea.

North China Union Theological College, Peking

Supported and taught by three missions. Prepares students for the Christian ministry in three denominations in North China.



The Women's College and Teachers' Residence, Peking

JAPAN

The Doshisha, Kyoto

Founded 1875. For both boys and girls. Teachers, 62. 967 students in all departments; 80 in college and 159 in the girls' department. Controlled by a board of trustees in Japan. Trains men and women for all walks of life in the empire.

Doshisha Theological Seminary, Kyoto

Trains men for the Christian ministry in all parts of the country and for the Japanese in the Hawaiian Islands.

Kobe College for Girls, Kobe

Founded 1875. The highest grade Christian school for girls in Japan. Teachers, 17. 215 students, 18 in the college department.



Entrance to Kobe College for Girls, Japan



The Doshisha

1, Chapel. 2, Science Building. 3. Theological Building

The Cabinet Making Class Amanzimtoti South Africa



Three hours a day of manual labor are required of each boy at Amanzimtoti; of this time, ten hours a week are spent in shop work or actual farm instruction, the balance being devoted to the upkeep of the premises

AFRICA

Amanzimtoti Seminary and Normal School for Boys, Amanzimtoti

Teachers, 6. 134 students. Prepares for the Theological Seminary and for positions as teachers. Supported and controlled by the United Free Church of Scotland and the American Board.

Union Theological College, Impolweni, Natal

Supported and controlled by the United Free Church of Scotland and the American Board. It trains men for the Christian ministry in South Africa.

MEXICO

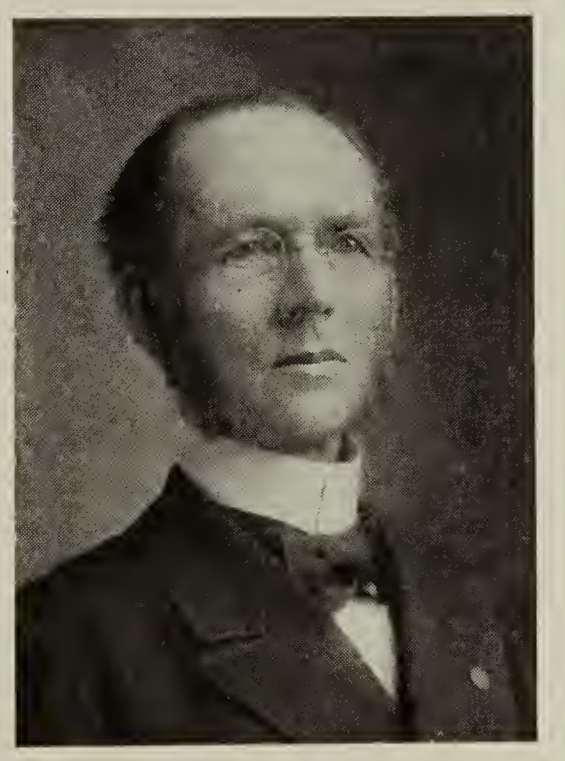
Colegio Internacional, Guadalajara

Located in the capital of Jalisco, the second largest city in Mexico. Teachers, 3. 50 pupils. A training school for young men, with theological, preparatory, and commercial departments. Students come from all parts of the Republic and are prepared for Christian service for the entire country.

SUMMARY

ATTENTION is called to the fact that of the thirty-three institutions named above, nineteen are collegiate and fourteen theological. Five are for girls alone and one is for both, but in entirely separate departments. As to countries: two are in Bulgaria, eleven in Turkey, nine in China, five in India and Ceylon, three in Japan, two in Africa, and one in Mexico. The largest number are in those two great countries now undergoing fundamental constitutional changes, namely, Turkey and China.

Besides those institutions before named, Robert College and the American College for Girls at Constantinople and the Syrian Protestant College at Beirut were the direct outgrowth of the work of missions, the two last named colleges having been established by the American Board. Two other high schools, the one at Mardin in Mesopotamia and the other at Van, near the Persian border upon the east, are knocking hard at the college door for admission. The Academy of the Shansi Memorial Association at Taiku, Shansi, a part of the mission work, contemplates early advance to the dignity of a college.

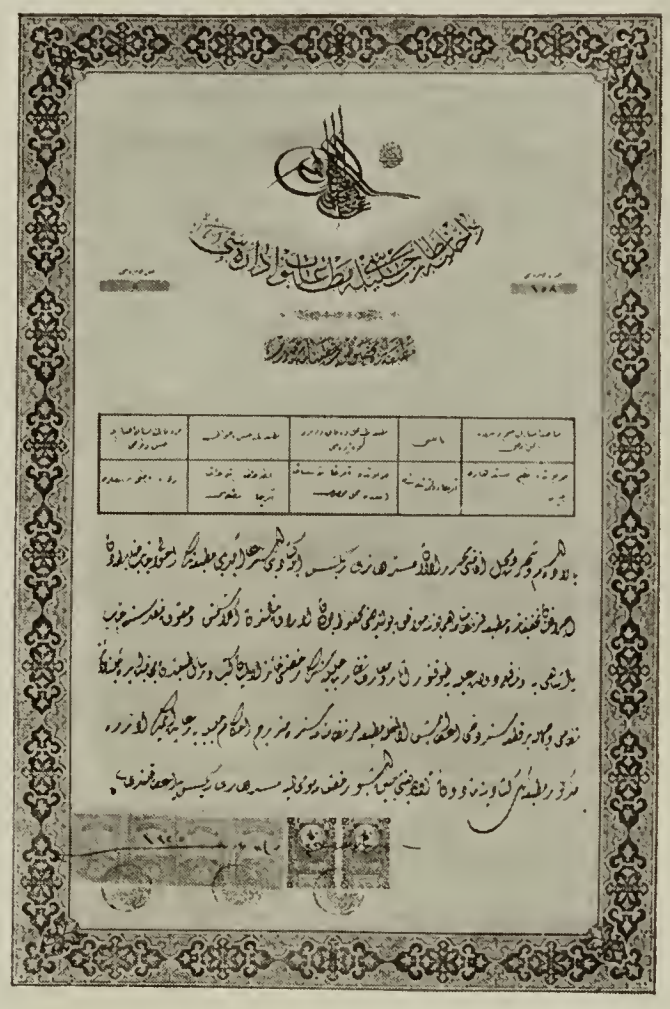


Devello Z. Sheffield, D.D.

President Emeritus of the North China Union College, Tungchow, and Professor of Political Science

All these colleges, with their preparatory departments, have over 7,000 students under instruction, and the theological schools 178 young men in preparation for the Christian ministry. These students are from every rank of society, with a large and increasing proportion from the higher and official classes. Few if any are graduated without positions of influence and responsibility awaiting them.

LANGUAGES USED



Permit of Euphrates College Press

Issued by the Reform Government of Turkey in 1908

The languages used by the students trained in these higher educational institutions, and which they will use in their later life and through which they will influence the world, include Bulgarian, Turkish, Armenian, Greek, Arabic, Marathi, Tamil, Mandarin, Foochow and Shaowu dialects, Japanese, Zulu, and Spanish—the languages used by more than one-half the entire non-Christian populations of the world. The classical languages of the spoken vernaculars are taught to many, while it is required that all students shall learn to read and write English.

SOURCE OF MINISTERS AND TEACHERS

Of the 5,000 native Christian workers in our twenty missions, nearly all were trained in one or more of these schools. Many who are doing conspicuous Christian service in other missions and in government positions, or as independent leaders, came from these same institutions. Without these trained workers our missions could not be continued. In addition, a vast number of Christian leaders in various professions and trades owe their powers of Christian leadership to these colleges.

SOME SIGNIFICANT FACTS

Mission schools INTRODUCED MODERN EDUCATION into Africa and the East.

They have trained the MEN AND WOMEN who are EXERTING DOMINANT INFLUENCE today in social, national, moral, and religious reforms.

The colleges here named have a long and WELL-ESTABLISHED RECORD.

They are STRATEGICALLY LOCATED in the great centers of population and influence.

They have the APPROVAL AND SUPPORT of all classes of natives in the lands where located.

From one-half to five-sixths of their expenses are met from LOCAL AND INDEPENDENT SOURCES.

They are providing the teachers who are to INSTRUCT THE NEW EAST in modern ways of thinking and living.



Uprising in China

Many of the college PLANTS ARE LARGE AND COMMANDING, the best institutions of their kind in the country.

All are CROWDED WITH EAGER STUDENTS from the best classes, and many are constantly refusing to admit others for the want of accommodations.

There is HARDLY ANY LIMIT TO THE INFLUENCE these schools might exert were they properly equipped and supported.

The CHRISTIAN CHURCH in the East is ABSOLUTELY DEPENDENT upon these institutions for its leadership and supremacy.

For the erection of buildings and for the support of these colleges and seminaries, the same amount of money will ACCOMPLISH from FIVE TO TEN TIMES AS MUCH as in the United States.

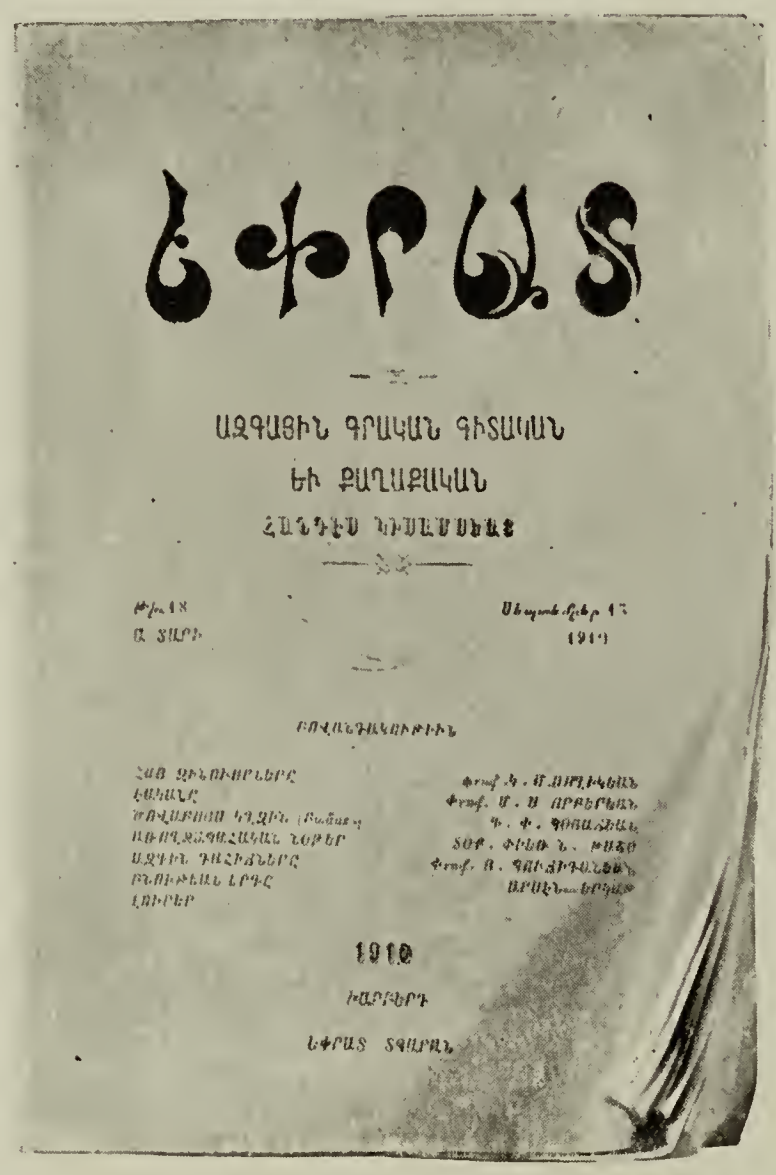
Through these American Christian institutions we can put the stamp of our best civilization upon the thought and life of the East, and so insure the PERMANENCY OF THE NEW ORDER that is emerging and guarantee the permanent PEACE OF THE NATIONS.

WORTHY SUPPORT

Hitherto, all these theological schools and, with only a few partial exceptions, all the colleges have depended for their support from America upon an annual appropriation from the treasury of the Board. This method was wise and satisfactory in their earlier and somewhat experimental days; now that they have become thoroughly established and the permanent value and supreme significance of their work have been demonstrated, other provision must be made for them.

INFLUENCE OVER RACES, NATIONS, AND RELIGIONS

The Yeprad


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1910

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The periodical published at Euphrates College, Harpoot, Turkey; edited by the Faculty, supported by the Alumni, and spreading the influences of the college and of Christian journalism over a wide and needy field

There are no institutions of learning in this country that reach so many students and at the same time exert so wide an influence over races, nations, and religions as do these mission colleges and seminaries. There are no institutions of their size, character, and importance that are conducted at so little comparative expense. The income of an endowment required by some of our best American universities for a single professorship would be sufficient to meet all the charges of many of these colleges and theological schools. Other expenses affecting the cost of living are correspondingly low.

ENDOWMENT NEEDED

All this can be accomplished only through endowments invested in the United States under the care of the Prudential Committee, or of separate boards of trustees. The American Board is desirous of securing adequate endowments for each one of these institutions separately, or to establish a fund the annual income of which will be sufficient to provide for their necessities. It would prefer that the money be given to the Board as an "endowment for its higher educational work," leaving the responsibility to the Prudential Committee for the distribution of this income among the various institutions.

COMPARATIVE OPPORTUNITY

In the face of these facts and a multitude more like them that might be given, it certainly cannot be declared visionary or extravagant that the American Board should seek for an endowment of $2,000,000 for nineteen collegiate and fourteen theological institutions in widely remote regions of the earth, and standing at centers of the greatest international, educational, and evangelistic movement of the century.

PERMANENT

These institutions have passed the experimental stage. Each one is established in its own country among its own constituency as a permanent part, and the crown of the Christian educational work of the churches and of the mission. Some of them have been doing magnificent work for more than half a century.



North China (Union) Medical College Peking

An arsenal of defense to China against the scourge of plague in 1910

NON-COMPETITIVE

They are not competing with similar institutions of other denominations, but each has a distinct field and constituency of its own. In most cases they furnish the only opportunity offered to the youth of their territory for a higher Christian

education. In many instances, where other denominations are near, they have already become interdenominational in character, support, and control.

RELATION TO NATIONAL UPHEAVALS

It is of great significance that after constitutional government was proclaimed for Turkey in the summer of 1908, the leaders of that movement were united in their repeated declaration that they recognized the work the American mission colleges had been doing in that country for the last half century as the necessary foundation and safeguard of a constitutional form of government.

The Seismograph of Asiatic Turkey



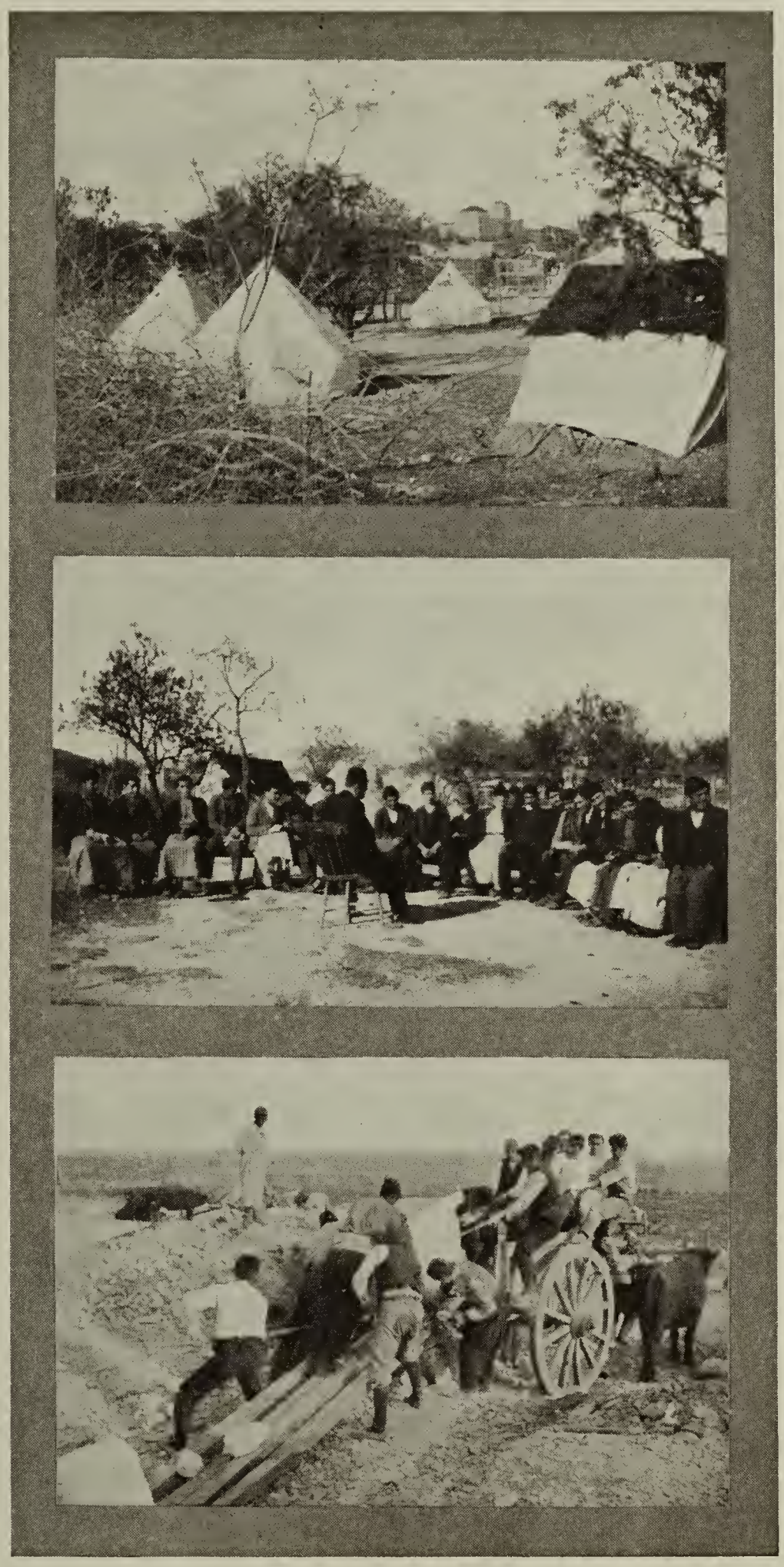
Installed at Euphrates College, Harpoot; derised and constructed by Rev. Harry H. Riggs, when president of the college in 1907. The data it has secured, obtainable nowhere else, has brought the college to the favorable notice of scientific men in many parts of the world

The same facts have repeatedly come to light in China during the struggle for the overthrow of the Manchu throne and the erection of a republican form of constitutional government. The leader in the revolution, Dr. Sun Yat Sen, was himself trained in a mission school, and Yuan Shih Kai is a firm believer in the Western learning carried to that country and made indigenous by the missionaries. Thousands of the leaders were trained in mission schools.

ALREADY ACHIEVED

In October, 1907, the American Board took action favoring an endowment for its collegiate and theological institutions in the East. Upon the last day of December that same year, the Prudential Committee appointed a special sub-committee for the purpose of furthering the plan.

It is gratifying to report that before the close of 1911 the American Board had received $1,112,000 towards the $2,000,000 endowment, besides $100,000 that was sent directly



At St. Paul's Institute, Tarsus, in 1910

A new hall has since been built, meeting some of the more desperate needs of equipment. The lowest of the above pictures shows the students drawing stone for that building; the two above it represent "our best classroom" and "a dormitory"

to the college to which it was given, $157,000 for new sites and buildings, and $100,000 in addition pledged, to be paid when it will complete the $2,000,000 sought. Thus the capital of the Higher Educational Work of the Board has been increased in three years, by direct gifts of the living, $1,369,000, with $100,000 yet to be paid. $1,000,000 of this sum, named "The D. Willis James Foundation," was provided by Mrs. D. Willis James and Arthur Curtiss James.

It is of supreme importance that an endowment fund that will yield at least $150,000 annually be secured. The limit set four years ago will no longer suffice with the rapidly increasing demands in Turkey and China. While special emphasis is here placed upon the imperative need of endowments, there are other necessities which are hardly less urgent.

OTHER THAN ENDOWMENTS

Buildings and additions to the plants in many instances are imperative. The phenomenal growth of some of these colleges demands corresponding expenditures upon new accommodations. Some of the immediate and pressing demands are as follows:

Collegiate and Theological Institute, Samokov, Bulgaria

Administration building	$30,000
Dormitory	12,000
Two teachers' residences	8,000

American Collegiate Institute for Girls, Smyrna

Administration building	$40,000
Residences for teachers	12,000

Anatolia College, Marsovan

Theological seminary building, additional,	$8,000
Preparatory department, college	15,000
Dormitory, college	20,000

Euphrates College, Harpoot

Administration building and library	$30,000
Dormitories	14,000
President's house and professors'	9,000
Science building	12,000

Central Turkey College, Aintab	
Preparatory department	$20,000
Dormitory	12,000
President's house	5,000
St. Paul's Institute, Tarsus	
Central building	$18,000
Theological Seminary, Marash	
Central building and library	$12,000
American College, Madura, India	
Dormitory, additional	$6,000
Professor's house	6,000
Equipment	8,000
Bangalore Theological Seminary, Bangalore	
Professor's house	$5,000
Administration building, in part	10,000
Foochow College (boys), Foochow, China	
Addition to site	$10,000
Science hall and equipment	18,000
Library	12,000
North China Union College, Tungchow	
Preparatory department	$20,000
Doshisha, Kyoto, Japan	
Administration building	$30,000
Colegio Internacional, Guadalajara, Mexico	
Professor's house	$4,000

Faculty Avenue at Tungchow



A view from the tower of the North China (Union) College

A Magician's Wand in China



The contemplated colleges at Van and Mardin in Turkey, and at Taiku in Shansi, China, will require for each at the start an average expenditure for sites and new buildings of about $25,000. This would be sufficient to start them off with a fair equipment. The sums named above will erect and equip buildings for their respective institutions which in this country would cost from five to ten times as much. With the four hundred eighty-one thousand dollars ($481,000) called for here, substantial and satisfactory buildings can be put up that would cost in the United States over $3,000,000.

FAR-REACHING INFLUENCE

For bringing to bear upon non-Christian nations the most lasting influences of Christianity, and for building into the life of those nations that which we most value in our own civilization, these institutions hold preëminent positions.

At the Annual Meeting of the Board held in Cleveland, Ohio, in October, 1907, the following action was taken:

> *Resolved,* That we urge upon laymen of means the importance of endowment for our collegiate and theological institutions in the East, upon which depends so fully the advance, self-support, and self-propagation of the direct and permanent work of evangelization.

Any of the officers of the Board or member of the Committee on the Higher Educational Work would be glad to confer with those who may wish to make further inquiries or answer any questions that may be asked.

A FORM FOR LEGACIES

I give and bequeath to the American Board of Commissioners for Foreign Missions, incorporated in Massachusetts in 1812, $————————, as a permanent endowment fund, the income only to be used for the support and conduct of the higher educational work of said Board.

A RESIDUARY BEQUEST

I give and bequeath to the American Board of Commissioners for Foreign Missions, incorporated in Massachusetts in 1812, all the rest and residue of my estate, both real and personal, as a permanent endowment fund, the income only to be used for the support and conduct of the higher educational work of said Board.

ANOTHER RESIDUARY BEQUEST

I give and bequeath to the American Board of Commissioners for Foreign Missions, incorporated in Massachusetts in 1812, all the rest and residue of my estate, both real and personal, for the higher educational work of the Board, to be used at the discretion of the Prudential Committee of said Board.



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